DOCUMENT RESUME

ED 234 826 JC 830 412

TITLE CUNY Tech Continuing Education Annual Report, 1982-1983.
INSTITUTION New York City Technical Coll., Brooklyn. Div. of Continuing Education and Extension Services.
PUB DATE Sep 83
NOTE 79p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Counseling; *Adult Education; Annual Reports; Career Counseling; Clerical Occupations; College Programs; Community Colleges; *Continuing Education; Deafness; Energy Conservation; Females; *Financial Problems; Job Training; Literacy Education; Nontraditional Occupations; Older Adults; Two Year Colleges; Two Year College Students

ABSTRACT

This nine-part report reviews the activities and programs of the Division of Continuing Education and Extension Services of New York City Technical College for 1982-83. Following introductory material examining the effects of second-year resource reductions, enrollment declines, space scarcity, staff development activities, credit possibilities for continuing education courses, and urgent concerns for 1983-84, subsequent sections detail activities, enrollments, participant characteristics, outcomes, and prospects for the future for specific college programs. These sections focus on: (1) tuition courses and programs, including contract programs with local businesses; (2) the Adult Vocational Counseling Center,which offers programs in study and test-taking skills, resume writing, job interviewing, and stress management, as well as career information and evening seminars; (3) the Vocational Training Program for Deaf Students; (4) Non-Traditional Vocational Programs for Women; (5) Project STRIDE, a clerical and data entry training program; (6) Adult Literacy and Learning Programs, including the Adult Learning Center, the City University of New York General Education Development Program, and the Correction Education Program; (7) the Urban League Training Program, which offers programs in clerical skills and human services; (8) the Institute of Study for Older Adults; and (9) the Multi-Family Housing Energy Conservation Program. Finally, statistical summaries of tuition-based and grant-funded programs are provided. (LL)

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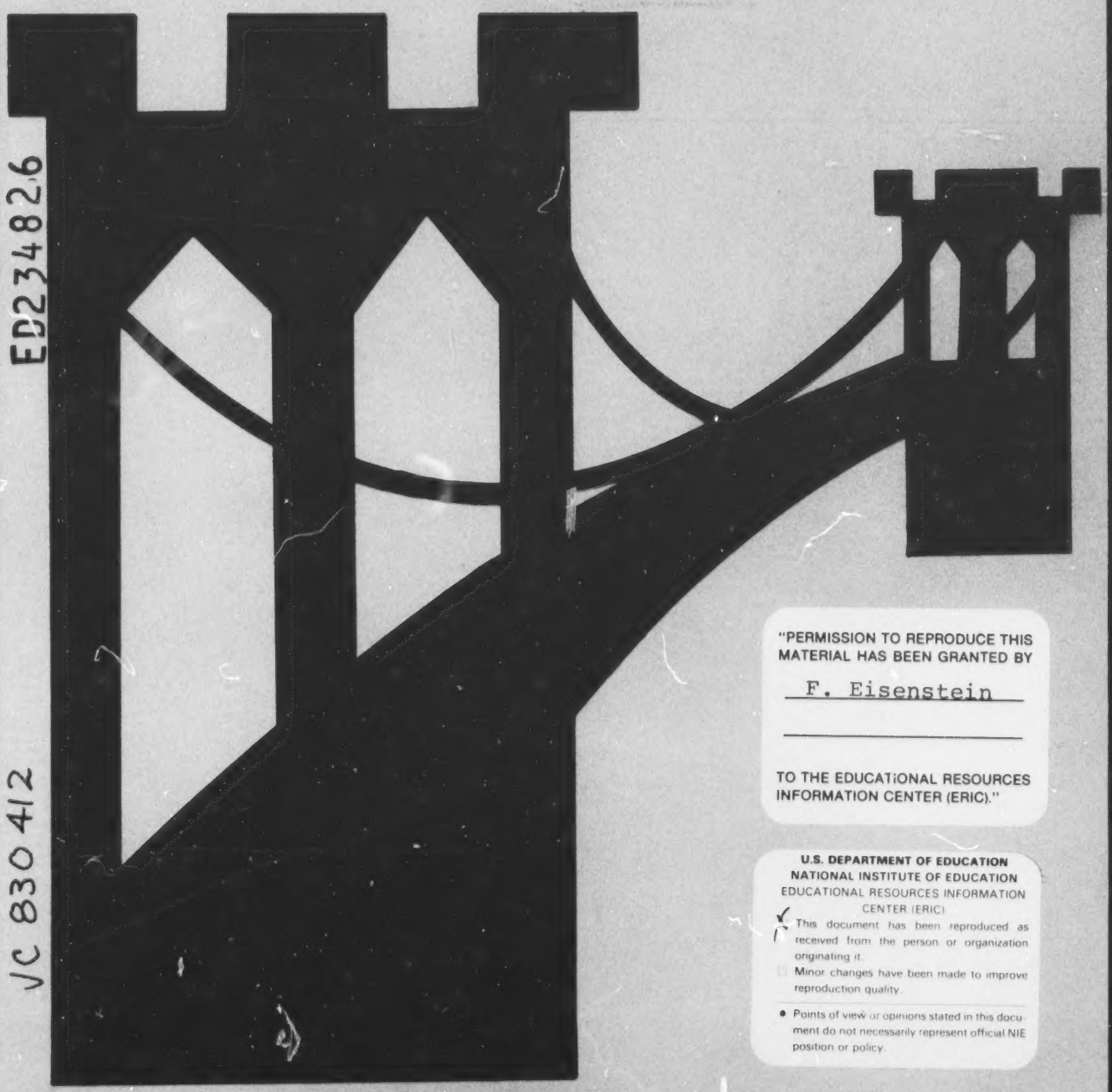
CONTINUING EDUCATION ANNUAL REPORT 1982-1983



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NEW YORK CITY TECHNICAL COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
300 Jay Street, Brooklyn, N.Y. 11201 · 643-5570

Division of Continuing Education

September 15, 1983

President Ursula Schwerin
New York City Technical College

Dear President Schwerin:

Attached is the Annual Report of the Division of Continuing Education and Extension Services for 1982-83. During this year, Continuing Education served 9305 students.

1982-83 was a difficult year. It was the second year of serious losses in grant funding for those "most in need" of educational services. The elimination of the federal Basic Skills Improvement Program and reductions in other funding of adult basic education cut by half the scope of our Adult Learning Center.

Funds for Project Stride, our major training program for the unemployed, were cut 42%. Other programs were similarly reduced as public investment in human resources was cut back over the last two years of regressive national social policies.

In 1982-83, despite serious unemployment and economic recession, Continuing Education tuition and contract courses remained stable. Working people continued to enroll in our courses for licensure, certification, and the upgrading of technical skills. Contract courses were developed to meet the needs of business and industry to stay abreast of technological change. In 1982-83, for the first time, contract courses with business and industry received New York State reimbursement. This enabled us to purchase equipment we had lacked for years.

On the other hand, the state budgetary process produced a blow, adversely affecting Continuing Education. A tax of 7.5% has been levied against Continuing Education's noncredit tuition intake to support tax-levy deficits elsewhere.

We are looking forward in 1984 to the opening of the Continuing Education Center in the Midway building, now under reconstruction.

Despite the loss of staff and funds sustained in 1982-83, Continuing Education remains resilient and has developed a vigorous program for 1983-84.

It would not have been possible to manage the difficulties of the past two years without the support of the College and of the Office of Academic Affairs.

Sincerely,

Fannie Eisenstein

Fannie Eisenstein
Associate Dean
Division of Continuing Education
and Extension Services

FE/fs

DIVISION OF CONTINUING EDUCATION
AND EXTENSION SERVICES

ANNUAL REPORT
1982 - 1983

NEW YORK CITY TECHNICAL COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
300 JAY STREET
BROOKLYN, NEW YORK 11201

September 1983

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Correction Education Program

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URBAN LEAGUE TRAINING PROGRAM

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OLDER ADULT PROGRAMS

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INTRODUCTION

Resource Reduction

1982-83 was the second year of decline in Continuing Education grant resources. Grant awards, under the impact of Reagan cutbacks in programs for populations at risk, fell from $1,604,805 in 1981-82 to $1,140,129 in 1982-83, a loss of nearly half a million dollars. In the two years of Reagan administration policies, our grant awards for educational services for the unemployed, the illiterate and the elderly fell nearly one million dollars - from $2,081,555 in 1980-81 to $1,140,129 in 1982-83.

Concerns over unemployment, the necessity for training and retraining of our workforce, and the unequal burdens of the economic recession on the poor are being registered in national debate and Congressional struggles over budgets and appropriations.

While outcomes are not clear, there are indications that we will not experience in 1983-84 a third year of downward spiral.

On the basis of proposals submitted and approvals indicated, we project that 1983-84 will be a year of stabilization, without further drastic cuts, and perhaps even with some modest areas of recovery.

Enrollment

In 1982-83 the Division of Continuing Education served 9,305 students: 2,487 in tuition programs and 6,818 in grant programs. Enrollments in tuition courses remained relatively stable -- 2,487 in 1982-83 compared to 2,606 in 1981-82. Enrollments in grant courses, however, fell as a result of continued cuts in public grants under the policies of the Reagan administration. Enrollments fell from 7,801 in 1981-82 to 6,818 in 1982-83, a loss of nearly 1,000 students. The major losses were registered through the elimination of the federally funded Basic Skills Improvement Program, cuts in New York State Adult Basic Education funds, continued cuts in Department for the Aging support to the Institute of Study for Older Adults and the cuts in Project STRIDE funds

during Congressional struggles over the transition from the Comprehensive Education and Training Act (CETA) funding to the Job Training Partnership Act (JTPA) funding.

The 1000 students lost were students "most in need" -- functionally illiterate adults, unemployed men and women seeking training in entry level access to work, and the elderly.

1982-83 was a bottom year for cuts in educational services to those "most in need". Concern over unemployment and the need for training and retraining of adults extruded from the world of work by global and national forces have focused renewed attention on the need to safeguard the human resources of our country. Our perspective for 1983-84 is to stabilize our community service grant programs for target populations, and, if possible, begin the process of reclamation.

Space and Facilities

During 1982-83 Continuing Education administrative offices, classrooms and laboratory facilities were located in every building of the college - in Namm Hall, Con Edison, Pearl Street, the Jay Street Building and Voorhees. Classrooms were also rented in Westinghouse.

Space scarcity was so serious on the Brooklyn Campus that almost all new continuing education programs had to be located at Voorhees.

During the year, to relieve classroom congestion in the college, and to create coherent space for a Continuing Education Center, a ten year lease for additional space was negotiated by the City University for the Midway Building - located midway between Namm and Jay. When the reconstruction of the Midway Building is completed in 1983-84, the Brooklyn administrative offices of Continuing Education will move to Midway. Most Continuing Education classes now conducted in the Jay Street Building and other buildings will move to Midway except for courses which are conducted in the laboratory facilities of the college departments or need other specific features unavailable at Midway.

The decision to close Voorhees within the next few years and relocate its degree programs to Brooklyn, raises the serious issue of planning for the continuation of continuing education programs now housed at Voorhees. Those programs express the commitment of our college as the only urban technical college within Cuny to work with business and industry to provide training and upgrading programs crucial to the economic development of New York City. They provide manpower training for the unemployed, nontraditional vocational training for women, and technical training for unions in certification and licensure.

Currently continuing education programs occupy 19,471 square feet of space at Voorhees...for laboratories, storage, computer room, classrooms, offices, reception and conference space.

Currently no plan exists for the relocation of Continuing Education programs from Voorhees. In 1983-84 we must develop a plan to include continuing education space needs within the planning process of the college.

Staff Development

A significant aspect of 1982-83 program has been the professional participation of continuing education faculty and staff in city, regional and national educational conferences and seminars as well as the professional development activities within NYCTC itself. Outstanding contributions were made by the teachers and administrators of the Adult Learning Center, the Institute of Study for Older Adults, the Apartment House Institute Energy Conservation Program, the Nontraditional Vocational Training Program for Women, Project Stride, the Correctional Education Program and the Adult Vocational Counseling Center. Exemplary work by our faculty has been recognized by external agencies and organizations. Requests nation-wide for our educational materials have mounted steadily.

Examining Possibilities to Offer Credit for College-Level Continuing Education Courses

At present the college offers no Continuing Education courses for credit. Interests of business, industry and the college itself suggest that we establish a flexible policy which allows such courses, assures academic quality, and provides a process by which such courses would be approved. The swiftness of technological change and the desire of working adults to acquire credit for college level continuing education courses as well as tuition reimbursement by employers and unions for credit courses, have again raised the need to examine the process of awarding credit for college level continuing education courses. This has been initiated during 1982-83 and work is going forward to seek a process through which credit can be assigned in appropriate ways. This process presupposes a careful delineation of which courses under which circumstances qualify as continuing education credit courses.

The issue of offering credit as well as non-credit continuing education courses at New York City Technical College is not a new one. While the largest number of course and program offerings in continuing education are clearly non-credit, there have been for many years requests from business, industry, unions, public agencies and professional and technical societies for credit to be accorded college level courses. Our inability to be responsible has created a climate in which unions and companies have turned elsewhere for the development of courses to meet rapidly changing technologies and service needs. During 1982-83 a college committee was established to examine problems, possibilities and the process for such a change. The committee includes representatives of Continuing Education, Academic Affairs, Title III, and the Curriculum Committee of the College Council. The committee will seek answers to unresolved issues of State Education Department definitions of credit and questions of substance and process within the college during 1983-84.

Urgent Issues for 1983-84

Although the outlook for 1983-84 is one of overall stability for Continuing Education programs after two years of sharp losses in grant funding, certain areas of deep concern remain.

The Nontraditional Vocational Training Program for Women, funded under the Vocational Education Act by the New York State Department of Education for five years, will not be refunded for 1983-84. It would be tragic to interrupt the gains made in the last five years in recruiting, educating, and placing women in nontraditional careers, to loosen our ties with womens' networks, and with our own alumnae, and to diminish our liaison with other groups seeking to stimulate earlier study of math and science and larger enrollments in nontraditional technologies. We need in 1983-84 to find ways in which to continue and indeed to enlarge our commitment as an urban technical college to recruit, support and assist women's entrance into nontraditional technologies.

Funds for our Adult Learning Center and for the Institute of Study for Older Adults have been eroded so seriously, their survival is at issue. We will bend every effort in 1983-84 to enlarge the funds to continue these programs which have won state and national recognition as exemplary.

Our thrust in 1983-84 is to extend and deepen our collaborative programs with business and industry which have helped to stabilize our fee-funded tuition and contract area.

In the grant-funded area we expect to maintain and possibly increase our training programs for the unemployed. The serious challenge is to recoup our losses in the area of educational programs for those most in need: the elderly; women seeking nontraditonal work and educational opportunities; and adults in need of basic educational skills.

I. TUITION COURSES AND PROGRAMS

The fee supported arena of Continuing Education includes tuition courses open to the public and contract courses for corporations, unions and agencies. The Division of Continuing Education, through its fee supported courses, has developed programs to meet the needs of working people, business and industry and those who have been seriously disadvantaged economically and educationally.

In an attempt to anticipate the needs of business, industry and unions, the Division has actively pursued contract programs with a variety of sponsors. There are difficulties in anticipating the educational needs of industry in New York as these needs are subject to constant reformulation and vicissitudes of economic growth or recession. For example, while the New York Telephone Basic Skills Program was a welcome addition, we lost contract programs with Consolidated Edison and the Communications Workers of America for reasons beyond our control.

Overall, the area of tuition and contract courses remained stable during the 1982-83 academic year. There was unforeseen enrollment growth in some program areas while others diminished because of the general decline in the economy. The loss of enrollment in some programs was balanced by gains in others. The fee supported courses and contract programs of the Division served 2,487 students, with an F.T.E. of 164.4.

Contract Courses

The Division of Continuing Education seeks to develop and articulate relationships between higher education and business through various contract programs. Contract programs involve the cooperation of Continuing Education staff, the College's academic departments, and industry personnel. Considerable time is devoted to curriculum development.

Consolidated Edison Advanced HVAC Energy Training

A contract program in advanced HVAC Energy Training was offered in the Fall 1982 semester with the Consolidated Edison Company. The program is offered in cooperation with the College's Environmental Control Technology Department. The first course in the program was the 90-hour course developed a year ago. The second course, dealing with energy audits, was offered for thirty hours and covered topics such as steam heating systems in apartment buildings, lighting in apartment buildings, roofs and windows, and distribution systems' insulation and Phase II measures. Although the program in the Fall semester accomplished its objectives, the Consolidated Edison Company was not in a position to refund the program for the Spring 1983 semester. An additional HVAC program is, however, now being discussed with Con Edison officials for 1983-84.

New York Telephone Developmental Skills Program

The New York Telephone Developmental Skills Program offers a series of evening courses to raise the educational skills of its non-managerial employees. Courses in basic, intermediate and advanced math, language skills and business writing were offered at both the Voorhees and Brooklyn Campuses of New York City Technical College.

In 1982-83, 319 students registered for 394 seats. (Some students registered for more than one class.) The Fall semester program, which began on September 20th and concluded on January 26th, offered a total of ten courses; Basic Math I (2 courses), Intermediate Math (2), Advanced Math (1), Language Skills (4) and Business Writing (1). For the Fall semester program, 143 students registered for 175 seats. There was a completion rate of 80%.

The Spring semester program, which began on February 24th and ended on June 22nd, offered a total of 11 courses; Basic Math I (1), Basic Math 2 (1), Intermediate Math (2), Advanced Math (3), Language Skills (3) and Business Writing (1). 176 students registered for 219 seats, with a completion rate

of 83%. A 19% increase in enrollment occurred between the Fall and Spring semesters.

While growth in student enrollment is one measure of the success of the Developmental Skills Program, another is the continued advancement in educational achievement by the students. Results from pre and post achievement test scores administered during the Fall semester showed a mean improvement of +2.31 in math and a vocabulary and comprehension mean improvement of +.62 and +.37, respectively. Spring testing showed a mean improvement of +1.92 for math and +.42 and +.74 for vocabulary and comprehension, respectively.

The increase in reading comprehension achievement (.37 to .74) is the result of a modification in the Language Skills curriculum. In the Fall, this course did not have a clear focus. After discussion with instructors, and analysis of student evaluation questionnaires, reading, vocabulary improvement, and grammar development were stressed.

A modification that will go into effect Fall 1983 is an increase in instructional hours for Advanced Math, from 26 to 45 hours. This change was requested by both the teachers and students, who indicated that there was insufficient time for students to learn the required curriculum.

The New York Telephone Company has demonstrated its satisfaction with the Developmental Skills Program by approving another contract with the Division for 1983-84. In addition, it has contracted for two new Programs, to commence in Fall 1983. The Career Skills Program, to be offered to non-managerial employees, will consist of four courses: Advanced Business Writing, Public Speaking and Oral Communication, Problem Solving and Decision Making, and Interpersonal Skills.

The Technical Skills Program will provide training in typing. It will be offered first to those employees who will require job retraining due to divestiture in the industry. This course will then be offered to all other employees. During the Spring semester, word processing will be included in this program.

New York Telephone Service Representative Program

The New York Telephone Service Representative Program began as a social commitment by New York Telephone to prepare unemployed urban teenagers for Service Representative positions within the company. Excellent performance in the Service Representative position is an entry way into promotion and advancement. Educational assistance was necessary to prepare the young people to pass the required and difficult Service Representative examination. Passing the exam was necessary for entrance into the New York Telephone training program as an employee.

Private Industry Council (P.I.C.), the funding agency, and New York Telephone, contracted with New York City Technical College, Division of Continuing Education, to design and coordinate the test-taking portion of the program. McDermott and Associates, a private consulting firm, was hired to prepare the students for the training which followed successful passage of the exam.

A skills analysis performed by staff of the Division of Continuing Education defined the skills necessary to pass the Service Representative examination. This was accomplished through observations of Service Representative training sites, discussions with New York Te ephone Service Representative Supervisors and Managers, and analysis of one sample question for each part of the exam. It was ascertained that knowledge of four cognitive skills was necessary: Math Problem Solving, Analyzing Venn Diagrams, Improving Detail Perception, and Following Written and Verbal Directions.

A 140-hour, 30-day curriculum was designed that stressed the learning of the four skills and the practice of employing each skill in a testing situation. Instruction concluded with the actual taking of the Service Representative examination.

No texts nor educational aides existed for this specialized curriculum. The program director and two instructors designed the work sheets and testing

materials that were employed.

Three cycles were run during the 1982-83 school year with a total of 49 students enrolled and 36 completed. The goal of the Service Representative Program was to have the trainees pass the New York Telephone Representative Examination and thus be able to enter New York Telephone Training. Of the 36 students completing the three cycles, 31 passed the exam. The first cycle began on Monday, October 18th and concluded on Thursday, December 2nd. Fifteen of the entering sixteen students completed the program. Of these, eleven passed the Service Representative Examination and were eligible to enter New York Telephone Service Representative Training. The four students who did not pass the exam were promised clerical positions in the Company. (Two were placed immediately, one was later employed in the Computer Department, and one declined a position.)

Due to the success of the Service Representative Program, a second cycle began on Monday, January 24th and concluded on Tuesday, March 8th. Of the sixteen students who started, ten completed the program. All ten successfully passed the Service Representative Examination.

The third cycle began on Monday, May 23rd with 17 students and concluded on Thursday, July 5th, with 11 students. Ten out of the eleven passed the Service Representative Examination.

The curriculum of the test-taking portion of the New York Telephone Service Representative Program was successful with a passage rate of 86% for those students who took the exam, as compared with a general passage of 30% in the general population usually tested by New York Telephone. The only changes in the program were modest curriculum modifications that were made as a result of knowledge gained by the students taking the exam. The exam itself is not public, and our staff has not seen it.

Final results of the training program are not yet available for all three cycles. In Cycle I, of the 11 students who passed the examination and entered training, two resigned, one was released due to excessive lateness,

two accepted lesser positions and six completed special service regulatory training, which requires a shortened training program, and are currently on the job. In Cycle II, of the 10 students who passed the examination and entered training, one is still in training, two resigned and seven are employed as service representatives in a variety of areas within the company.

After the results of all three cycles have been analyzed, decisions will be made about the continuation of the program.

Tuition Courses

Tuition courses are responsive to changing needs. New developments in regulations, technologies, or business and industry spur the development of new courses, change existing courses, or retire courses altogether.

A New York City law which became effective in mid-1982 mandates that all hotels and motels have a trained fire safety director on site. Enforcement of this law on the part of the New York City Fire Department has resulted in an increase in enrollment for our Fire Safety Director Course. We offered two cycles in the Fall semester and three cycles in the spring. The first three class sessions combine students from the high rise and hotel/motel categories, while the last two classes are taught separately due to the specialized knowledge requirements for each category. All classes are offered day and evening at the Brooklyn campus.

The Division has also shown steady growth in its English as a Second Language Program. During the 1982-83 academic year, the program was re-organized into ten-week, forty-hour cycles to provide continuous instruction throughout the school year.

The Division of Continuing Education worked actively with the College academic departments to ensure that courses were current and targeted to special needs. For example, the Division worked very closely with the Environmental Control Department in organizing courses and seminars to address the specific needs of owner of buildings, their employees, and the business community.

The environmental control courses, except for commercial refrigeration, were well enrolled. Environmental control is an area in which employment opportunities are still available.

Our course offerings in nursing were specifically designed to attract students who need to upgrade their existing skills. Both the Basic Pharmacology and Basic Arrhythmia Recognition courses were offered on six Saturdays, thereby requiring fewer weeks of commitment than previously. In the Pharmacology course, the focus was on drug calculations, a topic with which our past students seemed to have difficulty. In the Basic Arrhythmia Recognition course, the emphasis was narrowed to reading EKG strips.

The Ophthalmic Dispensing Review Program continues to serve an important function in the College community because it provides an intensive course for Ophthalmic seniors and recent graduates who need to prepare quickly for their certifying exams. A different seminar is offered each evening with the total program requiring one week to complete.

A cooperative effort involving Continuing Education staff and faculty in Radiologic Technology was expanded in planning the Fall 1983 relaunching of The Institute of Continuing Education in Radiologic Technology (ICERT). Beginning in the Spring of 1982, a survey was conducted of one thousand licensed radiologic technicians in the New York City area to determine their continuing education needs. We received over one hundred and fifty replies, from which we planned a curriculum for the Fall and Spring semesters. The enrollment in Physical Principles of Computed Tomography was so large that it was necessary to offer a second section. Other courses that showed enrollment gains were Cross Sectional Anatomy and OB/GYN Ultrasound. Digital Radiography and NMR Techniques was offered for the first time. These are two of the newest radiographic diagnostic procedures. The total enrollment in ICERT courses this year was 140, as compared to 67 in 1980-81. The advantage of doing a needs assessment is thus readily apparent. There is current discussion of whether or not the Institute courses may be incorporated into the credit area of the College

so that practicing technicians who wish to do so may receive college credits.

For the first time in many years, we faced a decline in enrollment in our Pest Control courses during the Spring 1983 semester. In the Fall, we offered four sections of the Fundamentals of Pest Control Technology course and one section of Termites, Carpenter Ants and Other Wood Damaging Organisms. Due to the retirement of a key instructor, combined with procedures in the State's administration of the program, we did not offer our Recertification courses, Series I and II. Under the current law, all individuals must obtain recertification credits within five years of initial licensure. This fact, combined with the efforts of our faculty, had enabled us to offer a very good set of seminars. We are now in the process of seeking new instructors and re-evaluating the format for offering recertification.

The Division offered in the Spring semester, in cooperation with the College's Department of Automotive Technology, a twenty-four hour course on Automotive Emissions Systems Diagnosis and Repair: Auto Mechanics Training Course. This course assists the student in meeting New York State requirements in automotive emissions systems diagnosis. This course is for licensed mechanics and is important because of the contribution it makes to controlling automobile pollution.

Our Hotel Technology courses continued to enjoy wide popularity in 1982-83. We regret that we must turn away many eager students due to the fact that there is limited lab space available to us because the credit degree program of the College has a very full evening program. Among the most popular non-credit courses have been Bread Making Novelties, Cake Decorating, and Garde Manger. We are currently exploring with the Hotel Technology Department possible ways in which we can expand our course offerings.

Our enrollments in Welding this year were less than last year, particularly in the Spring 1983 semester. Welding courses are our most expensive offerings, and it is often difficult for our students to raise the necessary funds for

tuition. Enrollments in Welding courses directly reflect job opportunities and the strength of the economy.

From time to time, on a limited basis, the Division has been able to conduct some research. The 1982-83 academic year was the first time that a systematic study of the relation between advertising and enrollments in the tuition based area was made. We discovered that the largest portion of our registrations do not come from advertising, but rather from direct mailings. We are, therefore, investigating ways in which we can improve our mailing lists and better target them for specific populations.

New Perspectives

The largest problem faced by the Division, apart from the fiscal one, relates to increased administrative demands mandated by the monitoring of numerous courses and programs for certification and licensure. Certification and licensure courses require extensive record-keeping which requires a large investment of staff time. Each course for licensure and/or certification has specific requirements that make it difficult to develop an administrative process that is universally applicable.

In order to facilitate the record-keeping function of the Division, the Division of Continuing Education has taken initial steps towards computerization. The first administrative area that we have computerized is our mailing list. This important source of recruiting students had previously required extensive manual input. The College's Computer Center has aided the implementation of this process. We hope to move forward in this area in 1983-84.

In 1982-83, for the first time, contract courses with business and industry at New York City Technical College received state reimbursement for the F.T.E. produced. This enabled us to purchase basic equipment items we had lacked for a number of years.

New York State Levy on Continuing Education Fee Intake

The difficult New York State budgetory process this year produced one negative decision, adversely affecting Continuing Education. A tax of 7.5% has been levied against the non tax-levy tuitions of Continuing Education to support tax-levy deficits elsewhere. This puts a critical burden on Continuing Education.

II. ADULT VOCATIONAL COUNSELING CENTER

The Adult Vocational Counseling Center (AVCC), funded under the Vocational Education Act, assists Continuing Education students in developing the skills they need to stay in school and successfully to obtain a job, retain a job, and develop on the job.

The AVCC provided 3,084 student contact hours in the following counseling activities: study skills, test-taking skills, career information, resume writing and job interviewing, stress management, assertiveness training, on-the-job communications, and individual counseling. These services were provided in grant, tuition-based, and contract programs utilizing a variety of methods - including regularly scheduled sessions incorporated into particular vocational training programs, workshops designed to meet the specialized needs of different training programs, workshops open to all students in the Division, small groups, and individual counseling. Because of the great variety of activities and programs in which the Center is involved, this report will highlight new developments beyond those activities continued from past years.

This year a revised Student Data Sheet, enumerating the services offered by the AVCC, was distributed to students. The data sheet has given us access to every student in the Division, and has given us a means to more clearly identify their needs. Based on data sheet information, we designed career information seminars described below and introduced a series of evening seminars open to all students in the Division.

Study Skills

In order to increase the students' knowledge and utilization of skills, a curriculum composed of a diagnostic pre-test, listening skills, note-taking, test studying, and reviewing skills was developed and adapted to the requirements of the training program.

In laboratory courses, such as the VEA Women's Machine Tool and Small Building Maintenance and Repair Program, seminars focused on note taking, listening, and memory skills. In more textbook - oriented courses, such as the Ophthalmic Dispensing Review

Course, techniques of reading the text were emphasized. The AVCC found that, in all instances where it was possible, a very important aspect was helping students identify their particular skills and attitudes by using initial surveys, and reviewing their results with them individually. This was done in all the training components of the VEA Women's Program - Building Maintenance, Heating, Air Conditioning and Refrigeration, and Machine Tool. Forty-five out of 51 students rated the review as accurate and helpful in identifying and improving their study techniques. Of those students who made individual contracts to work on identified problem areas, such as procrastination, all successfully completed their training program and completed their contract. Because individual contracts produced the most visible improvement in students, the AVCC will expand this format.

Test Taking Skills

Test-taking seminars were designed primarily to help students pass licensing and standardized tests, but also addressed techniques for regular classroom tests.

For the past three years, the AVCC has provided test taking techniques to prepare students for the State Pest Control Licensing Exams. Attendance is never less than 70% of class size despite the fact that the seminars are on off-class nights.

Based on feedback of the results of these seminars, the AVCC has been asked to prepare additional seminars for other licensing exams. For example, for the first time a specific test-taking seminar was incorporated into the Intensive Ophthalmic Review Course, which is offered in conjunction with the Ophthalmic Dispensing Department. Ninety-five percent of these students chose to take this optional seminar and recommended that it be continued and given even greater emphasis next semester.

The AVCC is also being asked to prepare students for specific types of employment exams. When analysis of feedback indicated that previous Project STRIDE students found Analogies and Number Series difficult in the IRS employment test, the AVCC developed a specialized workshop in those subjects. Although test results are not yet available, students' feedback indicated "I never could have done it without the

class." The AVCC plans to expand its specialized test preparation seminars.

Career Information

In today's competitive job market the students need up-to-date specialized career information so that they are aware of new developments as well as established options available to them. The AVCC therefore develops Career Information Seminars, utilizing guest speakers from appropriate professional associations, unions, industry, and corporations.

Information from the Student Data Sheet, revealed that 78% of the students in Pest Control hope to open their own business. Ninety-eight students and recent graduates attended an evening seminar on "The Experience of Opening Your Own Pest Control Business," with a successful alumnus as guest speaker. The extraordinary enthusiasm of the participants, and their suggestions for further courses, have provided the administration with helpful indices in future planning.

Because graduates of the VEA Non-Traditional Training Programs for Women have specified a need for techniques to identify and effectively deal with Sexual Harassment on the job, representatives from Working Women's Institute and Women in the Trades presented a series of four seminars and practice sessions on techniques of dealing with overt and subtle forms of harassment. Follow-up AVCC sessions on assertiveness techniques further reinforced all these techniques.

Career Days presented representatives from Non-Traditional Employment for Women (a job referral source) and a representative from United Tradeswomen (a support group for women in the trades) discussing these agencies' job networking resources and opportunities, as well as other support services and information. All of these are strong needs of women in the non-traditional work situation.

A September conference on "The Changing Role of the Executive Housekeeper" is being planned for students and alumni of our Environmental Sanitation Management Program as a follow-up to the "Careers in Hotel Housekeeping" for enrolled students held at the Harley Hotel.

An unexpected outcome of the Student Data Sheet was that students in specific technical courses not previously served by the AVCC, such as the Institute of Continuing Education in Radiologic Technology, overwhelmingly (92%) requested career information. This field of technology is developing so rapidly that students experience difficulty in maintaining current information about newly developing career options.

Resume Writing and Job Interviewing

An area of difficulty for many students is effectively describing themselves and their skills in resume and job interviews. Part of this is lack of experience. At the beginning of resume writing seminars 85% of the students in the Non-Traditional Training Programs for Women had never written a resume, and 90% could not identify two different resume formats. In two cycles of the Urban League/DOE Clerical Skills Training Program, only 7 out of 40 of the students had ever written a resume. In the Environmental Sanitation Management Program, 78% of the students had never written a resume. Your Job Campaign: A Comprehensive Workbook, was developed by the AVCC to provide support and augment individual and small group resume writing workshops. This workbook is now available to all interested students. It is our experience, however, that especially with students with limited confidence and/or work experience, nothing replaces individual help with self-assessment and resume writing. A special focus of the individual and small group resume writing is to emphasize the connection between the resume and the interview at all times. This is of help in making the process practical and immediate.

Seminars in Job Interviewing Techniques, including lecture, group discussion, video-taping mock interviews, role playing, reverse role playing, and stress management techniques, have been conducted in eight program areas.

Group discussions were very effective in assisting students to articulate concise but comprehensive descriptions of the skills they learned. Faculty have assisted in developing this skill by incorporating more individual recitation into their class plans. The greatest area of difficulty for most students is in des-

cribing themselves, their accomplishments and interests. Because this is an essential aspect of job interviewing, much time is spent on individual resume writing and job interview preparation.

Guest interviewers from appropriate professional associations, industries, unions, and faculty, have been of special assistance in the interviewing program. Faculty and guest lecturers have noted visible improvement in 80% of participants, and given above average final ratings to 75% of participants on the in-house rating sheet. The AVCC had adapted material from Sweaty Palms, The Neglected Art of Being Interviewed, by H. Anthony Medley.

Stress Management

To assist students in coping with anxiety and nervousness, stress management seminars were offered. These seminars presented an explanation of the physical, emotional, and mental components of stress, and demonstrated relaxation, centering skills and cognitive restructuring techniques. Seminars have ranged from single two-hour sessions, to a series of three two-hour sessions. Specifically focussed sessions have been offered in specific programs. In the VEA Deaf Program, for example, students who were well prepared for job interviews by their counselor became nervous and quiet in job interviews. A three-session seminar was developed to help students learn new ways to cope with their anxieties. These sessions were so successful that the AVCC was asked to develop a full support curriculum for that program next year.

Stress management mini-seminar sessions are incorporated into all job interviewing and test taking seminars.

A pilot program in Conflict Diagnosis and Resolution utilizing the Thomas Khulman Conflict Mode Indicator, introduced this year in Project STRIDE and the Telephone Company program, proved to be of immediate practical help to some students in solving classroom conflict. This series of seminars helps students pinpoint their typical ways of dealing with conflict, and expands their options. Assertiveness training, stress management techniques, and other training also

help students expand their options. This pilot program will be expanded next year.

Introductory on-the-job communication workshops, utilizing transactional analysis, the Myers-Briggs Type Indicator and practical experience, were of help to students in the Sanitation Management Program in developing their managerial skills. This program will be continued on a selective basis.

The AVCC has counseled 200 students in individual sessions. Primary referral reasons have ranged from career counseling assistance for individuals interested in switching or beginning careers, to individual assistance with subjects mentioned above, to assistance in coping with personal problems, such as the hospitalization of a parent due to emotional problems.

Evening Seminars

As a result of the revised Student Data Sheet, we were able to identify the interest of individual students' request for support services. Perhaps two or three students in one program might want study skills. To meet this need, the AVCC distributed a calendar of workshops in such areas as Resume Writing and Job Interviewing, to all students in all classes; this was the first time such generic programs were successfully introduced.

It is the experience of the AVCC that the variety of needs of the students, even within the same program, dictate the necessity for the many modes of service delivery. It is our experience, however, that the most effective services emerge within an ongoing counseling program, closely integrated with the faculty, students, and, where possible, employers, of a training program. One example of a regularly scheduled counseling program was that organized for the VEA Non-Traditional Vocational Training Programs for Women, where the AVCC presented a program of 24 counseling sessions in each of the three technical programs. We are pleased that this type of involvement is increasing every year.

III. VOCATIONAL TRAINING PROGRAM FOR DEAF ADULTS

The VEA Program for Deaf Adults completed its eighth year with new hope that postsecondary education for the deaf may become institutionalized within the City University of New York through a variety of supporting mechanisms. As the only metropolitan New York postsecondary vocational training program specialized for deaf students, it fills a great need. In its eight years, it has served over 400 deaf and hearing impaired adults. The program has attracted a very diverse group of students in terms of age, personal and social maturity, previous training and experience, intelligence and ability. This student diversity has been served through a flexible, innovative approach to individualized instruction and counseling.

The effects of deafness are profound and pervasive. Deafness occurring early in life results in psychological, social, communicative and educational deficits not easily overcome. Most deaf people, therefore, have a common need for educational methods, materials and services specialized for the deficits imposed by deafness. These special methods and services include a system of "total communication" using speech, writing, lipreading and manual communication; remedial study in the English language and reading; a living and work adjustment curriculum; personal and group counseling; assistance in job search and follow-up on the job until the deaf worker is integrated; and an individualized approach to the teaching to the vocational curriculum.

Very few deaf students are able to use regular college programs. "Mainstreaming" is not appropriate for the overwhelming majority of deaf people. In the past fifteen years, six colleges nationwide have developed special programs for deaf students enabling them to compete successfully with hearing students. Additionally, approximately fifty other colleges have developed special services for the deaf in varying degrees. The City University of New York is beginning to develop the resources to serve deaf students in its postsecondary degree programs through the sharing of information with colleges who have been serving the deaf with specially funded pro-

grams. It is our hope that access to postsecondary education for the deaf may be increased through the deliberate planning and funding for the necessary support systems to enable them to be successful in college.

Objectives of the Program

The goals of the program are to provide deaf adults with access to fields of employment which previously have been closed to them as a result of limited occupational opportunities and bias by providing the opportunity for deaf adults to acquire and/or to upgrade vocational skills in a program specialized for their needs, and to commit the resources of an urban technical college to the vocational development needs of hearing impaired and deaf adults in a least restrictive environment with the aid of support services.

The objectives of the program are to train 60 deaf adults in Clerical Skills or Electronic Assembly; to improve the basic reading and communication skills, and the living and work adjustment skills of deaf adults; to increase access to educational programs and vocational training opportunities by utilizing mainstream programs with support services; to increase the skills and affective attitudes needed in an educational and work setting through Counseling, Guidance and Placement assistance; to assist students to find jobs and advanced educational programs; and to orient employers to the capabilities of vocationally trained deaf workers and to the reasonable modifications of the workplace which assist integration of the deaf worker into the workplace.

Activities

To accomplish these objectives, the VEA Program offered a vocational program of part-time, evening classes, non-credit and non-degree, supplemented by support services of counseling and placement. For the 1982-83 year, the programs offered were Clerical Skills and Electronic Assembly. Classes in English remediation were offered to all students and English instruction was built around a core of vocational needs such as vocabulary and procedures leading to securing and maintaining work. The New York City Technical College's Departments of Secretarial Science and

Electrical Engineering Technology cooperate in developing and supporting these instructional programs with advisory guidance, space and equipment.

The program is conducted according to the principles and practices recommended in the literature on deaf education. Direction was taken from the New York State Model State Plan for Vocational Rehabilitation of Deaf Clients, and from five exemplary Deaf Programs in colleges around the country.

Supplementing the vocational classes is a Counseling and Placement Service which assists students to find and prepare for entry into advanced level vocational training in the mainstream, into college degree programs, or into entry level jobs. This combination of instructional resources, counseling activities, job development, placement and follow-up offers the deaf student access to specialized assistance at every step of the way toward vocational competence and jobs.

The program also employs flexible methods of intake, training and placement which enables a wide variety of deaf adults to use the resources to meet their needs and to study at their own pace with the ultimate aim of becoming employable, self-supporting and productive contributors to society.

In this endeavor we have had the cooperation of the entire community of organizations and agencies serving the deaf, the cooperation of business and industry in employing job ready students, and the administration and faculty of New York City Technical College.

We engage in an ongoing search for new curriculum methods and materials, maintain a reference library of new findings and recommendations for deaf education, conduct Sign Language courses, and develop professional development seminars for people in the field. These additional activities make this program a valuable resource not only for the deaf, but also for professionals who work with the deaf.

Most of the students make steady progress toward vocational competence and are placed after mastering the vocational skills. A few graduate to advanced programs and even to college after finding that they are capable of advanced study, buoyed by the new confidence and ambition they develop in the VEA program. A few are not

able to master the vocational curriculum but respond positively to the socialization and work adjustment components of the curriculum. Such students are helped to find jobs in other fields whenever possible.

Student Enrollments for the Eight Years 1975-1983

Age	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
17-29	Not	50%	56%	78%	67%	70%	77%	77%
30-39	Analyzed	15%	12%	12%	(34%	20%	13%	15%
40+		33%	32%	10%	(	10%	10%	8%
Hispanic		15	8	14	13	24	22	15
Black		14	15	22	24	10	19	21
White		30	27	23	31	17	20	12
Other		1		1	2	9		4
	30	60	50	60	70	60	61	52

In 1982-83, sixty-seven students registered for classes. The enrollment stabilized at fifty-two students. Causes for attrition in the deaf program include the following factors: immaturity and inability to profit from vocational training; time conflict with day work, job-out, or advancement to other training programs; family problems, baby-sitting, etc; instruction at too high or too low a level for a particular student.

The students who finish this program are placed in a variety of settings: some go on to mainstream in college degree programs; some go into clerical work in banks and insurance agencies; some are accepted into higher level clerical training programs such as those at McGraw-Hill, Career Resources, and Project STRIDE; some students stay another year to develop skills to employable levels and then are assisted to find employment. A variety of semi-skilled entry level jobs are offered to some of the graduates who have developed the social and work adjustment patterns necessary to maintain themselves in employment.

Thirty-five students received certificates in June 1983: 19 in the Clerical Program, 16 in the Electronics Program. An additional five students were transferred to advanced training programs.

Placements

Three new cases were opened with O.V.R.; 1 student was accepted into New York

City Technical College's degree program in Data Processing; 3 students applied to college; 2 students received full-time positions; 3 students went into on-the-job training programs; 2 students were enrolled in a dual program with other agencies and this program; 7 students received summer jobs; 1 student was placed in a construction job; 1 student found employment, with the aid of his O.V.R. Counselor, in the Mailroom of New York City Technical College. The rest of the students are seeking jobs during the summer with the aid of the Counselor, or are planning to return next year to continue to develop their skills.

One of the unexpected gratifications of one of the placements is that a deaf student placed in the McGraw-Hill Clerical Skills Training Program won top honors in that program over all other students who were hearing students.

The program has been re-funded for the 1983-84 year and two new vocational programs are being added: Home Health Care and Optical Technicianry. These programs are being developed with the cooperation of the college's Nursing Department and the Ophthalmic Dispensing Department.

Other Activities

As part of our articulation with the agencies and organizations serving the deaf we participated in career and college information dissemination events at schools of the deaf in the city and in Westchester. We participated in the planning and implementation of "Employ the Handicapped Week" as members of the Advisory Committee of the Mayor's Office for the Handicapped. We visited the National Technical Institute for the Deaf at the Rochester Institute of Technology to gather information on the latest developments in deaf educational methods and materials.

Institutionalization

The future of adult deaf education in New York City depends upon developing and maintaining programs for the postsecondary education of the deaf population. To accomplish this, the vocational program at New York City Technical College must be preserved and incorporated into the college as part of a comprehensive

approach to deaf education.

In consideration of the need to institutionalize this program, we initiated a legislative approach to obtain permanent funding for the vocational portion of the program. We received the assistance of the Board of Higher Education in this undertaking, and the first writing and submission of the bill was undertaken by State Senator Flynn.

We also wrote a proposal to the U.S. Department of Education to obtain funding to establish a Regional Education Center for the Deaf which could provide funds for vocational and college degree programs for the deaf in this region. In this endeavor we had letters testifying to the need and to the feasibility of developing such a program at New York City Technical College from our Congressmen, our Senators, principals of deaf schools, the Commissioner of O.V.R., the directors of the service provider agencies to the deaf, and other professionals working in the field. This support attests to the widespread recognition of the acute need in New York City for a full service facility for deaf education, and to the contribution the VEA Program for the Deaf has made in this region.

IV. NON-TRADITIONAL VOCATIONAL PROGRAMS FOR WOMEN

Introduction

The Non-Traditional Vocational Programs for Women completed its fifth year as one of the principal training, counseling and job placement centers for women seeking to enter non-traditional skilled occupations in New York City. The goals have been to recruit, train, and place women in non-traditional jobs; to counsel women in job readiness skills and in survival skills for male-dominated fields; to network with other women's organizations which support and work with women in non-traditional jobs; to work within the college to encourage the recruitment and support of women in non-traditional degree programs; and to do outreach into the larger community to promote the entry of women into non-traditional fields.

The Students

Linda is a 39 year old black woman; she is the mother of three daughters and the grandmother of two children. Her work experience prior to applying to the Women's Program included a job in a factory as machine operator; she was laid off from this job shortly before she applied to the program. Linda likes to work with her hands; above all, she was looking for work that would give her an income sufficient to support her family since she is at the moment its principal provider. Linda applied for the Machine Tool class and proved herself to be particularly good in the lab where she often showed less experienced students how to perform certain operations on the machines. Her prior experience working in a factory gave her an edge in the initial hands-on work with the complex, sometimes frightening machines. Although family complications and illness often made it difficult for her to arrive in class on time, and at one point she thought about giving up the program, she doggedly persisted and was successfully placed in a machine tool job three months after the program ended. Although the $3.75 salary is much lower than she expected, the lack of openings for entry level machinists and her desire for experience led to her taking the job. It is a union shop which also promises more security and benefits than she had in her former workplace.

Anita is 50 years old. A black mother of two grown children, she is completely self-supporting. For many years she has done secretarial work which she dislikes. She took the Building Maintenance and Repair course in order to change fields. She loves working with her hands and had already taught herself a variety of repairs around the house before entering the program. As soon as the course began, she signed up to do volunteer work for the Caring Community, a non-profit organization headed by a former graduate of the Women's

Program, which provides free home repair to the elderly. Very quickly her expertise made her an invaluable assistant, and soon she began to work without supervision. At present, she is working for Caring Community on a part-time basis. She also formed her own home repair company with three other women and reports more business than she can handle.

These two vignettes suggest some of the most common reasons women have for spplying to the program: 1) to find satisfying work in areas that pay higher salaries than traditional women's work such as factory operative or clerical work; 2) to develop an already existing interest in working with one's hands and with tools; 3) to change from a traditional women's field to a non-traditional area. Although Linda did not immediately earn more money than she had as a factory operative, her long-term prospects are much better than if she had remained in her old job. Virtually all the students claim in their Student Evaluation Forms that the program has helped them to realize some of their career goals.

While some or all of the students' goals may not be realized, the effect of the program on the participants is much more far-reaching than these goals would suggest. The intangible effects of the program which are reflected in the Student Evaluation Forms include: a new perception of women's capabilities; a new self-image based on the discovery of new-found abilities and skills; an appreciation of networking among women who share interests and work experiences; and a demystification of traditional male work, especially the use of tools and of physical strength. The following excerpts from the Student Evaluation Forms reflect these intangible effects of the program. They are answers to the question: In your own words, what were the most important experiences that you had with this program?:

The Building Maintenance and Repair is not "for men only." Women with training are capable and equal to men.

To take a piece of metal and shape it into something.

It made me confident of my ability to solve practical problems.

Making contacts with various women's trade groups and getting hands-on training with the machines.

The most important thing about the program was that the first day we were allowed to operate the drill press, which relieved some of the tension we experienced at seeing these huge machines. That made me realize they weren't as complicated as they looked.

The most important experience I had with the program was the projects I attempted and completed with success. The sister relationship with the other women was a benefit to everyone.

The knowledge gained made me prouder of myself. To work with other women toward non-traditional goals makes me proud of all my sisters.

This year's students were similar to those in previous years in ethnic and socioeconomic backgrounds. Of the 51 students, there were 6 men; 67 percent of the students are of minority backgrounds including Black, Asian, and Hispanic. Forty-one percent of the students were employed; of the 21 employed students, five held part-time jobs. Twenty-nine percent of the students have children living at home; of these only one is living with a husband.

Recruitment and Completion Rates

Through an extensive recruitment program which resulted in 800 applicants the Non-Traditional Vocational Programs for Women fulfilled its goal this year of enrolling 80 students in four classes: Building Systems: Maintenance and Repair (BM&R--day and evening); Machine Tool (MT); Heating, Air Conditioning and Refrigeration Repair (HARR). Sixty-four percent of the students completed the program. The completion rate for the classes is as follows: 81 percent of the students in BM&R - day; 90 percent of the students in BM&R - evening; 68 percent of the students in MT; and 23 percent of the students in HARR. The vast majority of the students completing the courses received certificates: 14 out of 17 students in BM&R - day; all of the 18 students in BM&R - evening; all of the 11 students in MT; 3 out of 5 students in HARR.

With the exception of the HARR class, which suffered from a high attrition rate and a change in teachers in early March, the classes had relatively high attendance rates; and a high morale as evidenced by the concern students showed

for one another during family and other personal crises. The atmosphere in the classes could be described as non-competitive, extremely supportive, and very motivated.

Job Placement

At this point in the program job placement is still not complete, and may not be even after the program ends on August 31. The main reason is that a number of possible placements are still pending. These include placements as facilities managers at Con Edison -- delayed because of the strike; placements at Port Authority where students are waiting to take the entry test; placements through the New York State Urban Development Corporation which has been working to place students as trainees in the building occupations; and placements at Benec Industries which plans to hire two students by September. Those students who are CETA-eligible are registered with Non-Traditional Employment for Women and are still awaiting placement through this agency. The total placement to date in jobs or educational programs is as follows:

Building Systems: Day	Total number of students placed or working in non-traditional fields: 6 or 35 percent of total.
Building Systems: Evening	Total number of students placed or working in non-traditional fields: 2 or 11 percent of total.
Machine Tool:	Total number of women placed in non-traditional employment: 2 or 18 percent.
Heating, Air Conditioning and Refrigeration Repair:	Total number of students placed or working in non-traditional fields: 2 or 40 percent.

While the placement figures to date are very low, it is expected that the placement figures for the Building Maintenance and Repair evening class which graduated at the end of June will be significantly higher by the end of August or early September. Two students from this class are currently being considered for apprenticeship programs through Local 30 of the International Union of Operating Engineers; both have already been interviewed. Several students are looking actively for work as superintendents. At least one student will be hired by

Benec Industries to do energy audits in the Fall; and there are possible openings through the Port Authority and through the New York State Urban Corporation. The poor placement reflects the economy particularly in the machine tool industry, where employers consistently said they were laying off workers and where lack of experience is a serious deficit in a slack season. In the day class of the Building Maintenance and Repair class the low figures are deceptive. Several students are already doing some maintenance work on a part-time basis for which they are paid and which they plan to continue; a number of students do not want to work for a large company and have a stated preference for free-lance work. They are seeking apprentice-type positions with tradespeople. The Heating, Air Conditioning and Refrigeration Repair class would have been easy to place. A number of students refused the opportunity for a summer placement with GE or with Sears which were eager to hire women. One student plans to continue her education; two of the students are men, one of whom is already working as a superintendent; the other did not receive a certificate and although he has had a number of interviews has not been able to find work, in part because his experience is spotty.

Impact

The program has had an impact beyond the immediate training program and the student body. An important component of the program in this year as in previous years has been the networking among former students. Recent graduates held reunions in early June, and most recently a meeting of several former graduates and staff was held to discuss the future of the program. A number of former students have come to the program for job placement and to update their resumes. Two former graduates spoke to the classes about their current work -- Laverne Lum, the director of Caring Community, who regularly employs graduates of the program to do home repairs for the elderly; and Mary Jacobs who is planning to buy and restore a city-owned building together with women from the program.

The impact of the program extends far beyond the immediate training program in other ways. As one of two non-traditional training programs for women in skilled blue collar occupations in New York City, the project staff is frequently called to participate in career fairs and conferences on women's work. The project director has spoken at 6 high schools and for two community groups; she has participated on two radio programs on non-traditional jobs for women together with students and instructors from the program. As co-coordinator of the New York City Sex Equity Network, she has helped to organize workshops for school teachers and administrators at the college on sexual harassment and on non-traditional jobs for women; and she has worked with the Consortium for Educational Equity at Rutgers University to arrange a mathematics and career forum for 350 junior and senior high school students and their teachers for next year at the college. The previous director of the program participated in a panel on non-traditional training programs for women at the New York State Association of Continuing and Community Education.

V. PROJECT STRIDE

Introduction

Project STRIDE, a CETA-funded Clerical and Data Entry training program, completed its third year at the College. The project has had several changes in staffing, length of training cycles and overall budget during this three year period. These changes have been due to major cuts in funding totaling 42% over the entire period.

During 1982-83 STRIDE was funded for two, six-month periods rather than for a full year. This limited the number of training cycles and, therefore, the number of students trained during the year. The first six-month contract was at a 20% reduction in funds, and the second, cut an additional 15%. These cuts were a result of the close-out of CETA money in preparation for the Job Training Partnership Act (JTPA), which begins on October 1, 1983.

In order to maintain the quality of training and the level of staffing, all Project STRIDE staff members agreed to a two-week furlough. The money saved by the furlough enabled us to keep all staff lines and to fully enroll the classes.

Recruitment, Screening and Enrollment

Two-hundred forty-five people applied to the training program this year. Applicants are tested for ninth grade reading level, eighth grade math and basic keyboarding skills of 20 words per minute on a five minute timing with five errors or less. They are also screened for CETA eligibility and interviewed to determine level of motivation and interest in training leading to full-time, private sector employment.

The following is a demographic breakdown of the 102 students enrolled this year:

		Number	Percentage
SEX	Males	11	11
	Females	91	89
AGE GROUP	16-19	18	18
	20-21	21	20
	22-44	63	62
ETHNICITY	White (Not Hispanic)	6	6
	Black (Not Hispanic)	68	67
	Hispanic	22	21
	American Indian	1	1
	Asian or Pacific Islander	5	5
TARGET POPULATION	Public Assistance Recipients	26	25
	Single Parents	33	32

Training

Two, 16-week training cycles were conducted in each training area - clerical and data entry. The first, from November 1, 1982 to February 18, 1983, and the second, from April 11, 1983 to July 29, 1983.

The training curriculum for each area was developed and annually revised by the members of the Corporate Advisory Committee. In this way, students are trained according to the needs of industry. This year's revisions included greater emphasis on forms and policies in the typing curriculum and math instruction in the Data Entry curriculum.

Clerical

Sixty students were enrolled in the Clerical training program, thirty in each training cycle.

They received instruction in typing, office procedures, machine transcription, English, math and job readiness.

Upon completion of the training program each student is expected to:

-Type 50 words per minute with five errors or less on a five minute timed test.

-Operate the Dictaphone transcription machine and a ten-key calculator.

-Communicate effectively in standard English, orally as well as in writing.

-Use the telephone in a business-like manner.

-Perform routine office tasks.

-Know simple arithmetic, percentages and fractions.

In order to achieve these objectives, students are provided with full-class, small-group and individualized instruction.

They also participate in office simulation experiences by spending time working in various offices throughout the College.

Data Entry

Forty-two students were enrolled in the Data Entry training program, twenty-two in the first cycle and twenty in the next.

The data entry students developed skills in CRT operation, typing, English, math and job readiness in preparation for jobs as data entry operators.

The objectives of this program are to:

-Perform the following operations on a CRT, key-to-disk terminal: enter, verify, retrieve, delete and correct data.

-Comprehend the role of computers in a data processing system in relation to the data entry department.

-Type 50 words per minute with less than 5 errors on a 5 minute timed test.

-Communicate effectively in standard English, orally as well as in writing.

-Know simple arithmetic, percentages and fractions.

In addition to their academic and technical skills, students receive instruction in job readiness skills, which include writing resumes, filling out applications, interviewing and getting along with co-workers and supervisors. These classes are conducted by the placement counselor who uses a variety of techniques - role playing, video-taping, etc. - to achieve his objectives. Frequently throughout the cycle representatives from industry visit the classes as guest lecturers or interviewers.

This year special seminars on assertiveness, stress-coping skills and test-taking techniques were conducted by Barbara Johnson, the Project Director of the VEA funded Adult Vocational Counseling Center.

Placement

The ultimate goal of training is job placement. To this end the placement staff of Project STRIDE maintains constant contact with industry. Over its three years of operation, the program has developed an extensive network of employer representatives. This network includes major banks, insurance companies and corporations.

Representatives from these companies meet quarterly at our Corporate Advisory Committee meetings to review curricula, provide industry updates and advise us of hiring trends. This year's meeting were held at Health Insurance Plan, Aetna Life and Casualty Company and Covenant House/Under 21.

New employers are regularly added to the list of contacts by referrals from Corporate Advisory Committee members or active solicitation by the placement staff. These employers receive program information, are invited to visit the facility and are visited by members of the staff. This exchange of ideas and needs helps to develop a mutually beneficial relationship between the program and industry.

On June 21, 1983, Project STRIDE has an Open House Breakfast. This was an opportunity to bring employers together with College staff and faculty at the training site. It was also the occasion of the distribution of the premiere edition of a monthly newletter, "In Stride."

The purpose of the newsletter is to provide another line of communication between us and industry. Feature articles include student and staff profiles, training news and placement highlights.

Students are scheduled for job interview as soon as they demonstrate the required skills for a particular job order. Matching students to jobs is essential to successful placement and retention on a job.

This year a graduate who recently immigrated from Rumania was able to bring her son to this country after she got her job as a terminal operator at Aetna. Another student who was a displaced homemaker got a job earning $15,000 a year at Seamen's Church Institute. The youngest student in the second training cycle,

a 17-year old high school drop-out, got a job earning $195 a week at JCPenny on her first interview.

Major employers of this year's graduates included Covenant House, IRS, Chemical Bank, Transportation Cash Management Systems, Manufacturers Hanover Trust Company and Blue Cross/Blue Shield.

Future Funding

On June 23, 1983, a proposal was submitted for 21 months of funding under the JTPA. In addition to the clerical and data entry classes, a word processing component was proposed.

Project STRIDE received 22 letters of support from major corporations to include with its proposal submission. The active interest of business in this program has been the key to its success in training and placement.

VI. ADULT LITERACY AND LEARNING PROGRAMS

Adult Learning Center

The Adult Learning Center, funded through the State Education Department under the Adult Education Act, provides instruction in reading, writing and mathematics to a predominantly disadvantaged minority adult population. Students in these classes do not hold a high school diploma or equivalency diploma, and over 50% read below the fifth grade level. The Center also offers English as a second language (ESL) classes to a population composed mostly of refugees and resident aliens from countries such as Vietnam, Cambodia, Yemen, Haiti and parts of Central and South America.

The Learning Center curriculum is broad in its approach. In addition to developing students' reading, writing and mathematics skills, it attempts to expose them to a broad spectrum of information in the areas of history, geography, government, science and literature. It also introduces students to basic vocabulary and concepts essential to their progress in these content areas. An essential aspect of the program is to encourage students to do outside reading and to cultivate curiosity and interest in learning about the world.

In the Center's ESL classes, the emphasis of instruction has been on the development of listening and speaking skills. However, since many of the Center's students are well educated in their own language and have an interest in higher education, the intermediate ESL classes have increased their emphasis on reading and writing skills as a more integral part of the program.

The Learning Center's teaching staff, in addition to providing competent and experienced instruction to its students, has contributed substantially to the adult basic education field. Linda Brown, acknowledged as an expert in teaching beginning readers, made presentations at this year's New York City Adult Basic Education Conference and the New York Association for Continuing/Community Education. Ms. Brown was also recognized by the Fund for the City of New York as a literacy expert and

was asked to participate in a Literacy Seminar to identify essential characteristics of a successful youth literacy program.

Carole Deletiner, who works with the Learning Center's intermediate and highest level basic education students, was selected to participate in a film/writing project funded by a grant from the National Endowment for the Humanities. The film, produced by WNET/Thirteen and entitled Before The First Word was designed as a tool to teach writing in the classroom.

Eleanor Paull, another of the Center's beginning reading teachers, was asked to participate in the Beginning Readers Project, a demonstration program funded by the State Education Department and administered by City College of New York, CUNY. The project goal is to identify the characteristics of a successful reading program for native-English speaking adults who read below the fifth grade level and to encourage teachers to incorporate these characteristics in their classroom teaching.

Mae Dick, the director of the Adult Learning Center, co-chaired the fourth annual New York City Adult Basic Education Conference held at the Bank Street College of Education on April 9th. The conference, initiated four years ago by adult educators, is an effort to offer a low cost and geographically accessible conference to teachers of adult basic education. It has attracted 200 to 300 participants each year.

The Learning Center has been in operation for seven years. This year it served a total of 425 students in thirteen separate classes. While the Adult Education Act funds provided for this program were increased nationwide, New York State's share was reduced by $324,000 because of a loss in the State's population. Consequently the Learning Center program will be cut by 4.5% in 1983-84. The elimination of the Division's Basic Skills Improvement Program last year, coupled with losses in the last few years in the Learning Center grant, have resulted in a 50% reduction in the number of students we now serve. This is a critical loss given that the Learning Center's waiting list numbers in the hundreds. Programs serving similar populations in New York City have equally long waiting lists. The

implications of such cuts are particularly dire, since in New York City 40% of all high school students drop out of school before graduating.

Despite the problem with funding, the Adult Learning Center experienced an excellent year. Students continued to make progress in reading scores and to enhance their writing and math skills. Many who achieved an eighth grade reading level this year have enrolled in the College's high school equivalency preparation classes and will be taking the GED exam at the end of the summer. Those who pass will be invited to attend College Night and receive information about admission to New York City Technical College and to other units of the City University of New York.

CUNY G.E.D. Program

New York City Technical College, in cooperation with the New York City Board of Education, is one of seven colleges in the City University which offers classes to prepare New Yorkers for the High School Equivalency examination. The other colleges participating in the CUNY G.E.D. Program are Bronx Community College, Kingsborough Community College, Borough of Manhattan Community College, LaGuardia Community College and Queensborough Community College.

The CUNY G.E.D. Program offers four ten-week evening sessions beginning in early July, late September, mid-January and mid-April to applicants 17 years of age or older who do not hold a high school diploma and who are reading at or above the eighth grade level. Instruction is provided by N.Y.C. Board of Education teachers and is given in the five subject areas of the G.E.D. examination: Reading, Writing, Mathematics, Social Studies and Science.

The CUNY G.E.D. program is an opportunity for adults who never completed their high school education to earn a Deiploma and to continue their education in the City University system or at another public or private post-secondary institution. At New York City Technical College this year, 1315 students were scheduled to take the G.E.D. exam and 356 passed it. All candidates who pass the high school equivalency exam are invited to attend College Night, a once-a-month meeting at which in-

formation is provided about admission to New York City Technical College or to another unit of the City University.

One thousand one hundred three students enrolled in the CUNY/G.E.D. Program at New York City Technical College have passed the High School Equivalency Diploma Examination since the program began on October 20, 1980.

Correction Education Program

The Correction Education Program continues to offer educational services at the Brooklyn House of Detention and the Anna M. Kross Center (on Rikers Island). In both institutions, there are classes in Basic Education, High School Equivalency Preparation and English as a Second Language. The students are primarily inmates who are being held pending the disposition of their cases but also a relatively small number of sentenced misdemeanants.

The Division receives funds for this program through the Correctional Education Consortium, which receives a contract from the New York City Department of Correction.

During the past year, we enrolled over 350 students at the Brooklyn House and close to 500 at the Anna M. Kross Center. About 100 inmates have taken and passed the High School Equivalency Examination.

As in the past, our Student Recognition Days were rather special milestones for the students and staff. We were fortunate to have some unusually qualified and prominent guest speakers at these events. Among them were Judge Morris Lasker of the United States District Court, Judge Bruce Wright of the New York State Supreme Court and Assemblyman Albert Vann of Brooklyn.

We have also been able to provide post-release educational and employment counseling to a significantly larger number of individuals than in previous years. Our ability to do so was enhanced by the development of a copperative program with the Federation Employment and Guidance Service through the Consortium.

Next year we will receive additional funding to increase our services at the Anna M. Kross Center since that institution is the largest detention facility in

the system and we have been able to provide services to only a small percentage of the population.

Much of our work over the past year has involved attempts to improve the daily operation of the program - especially as it affects the reliable and prompt escort of students from their housing areas to the classrooms. This is seldom a permanent accomplishment since institutional procedures are subject to frequent changes, with sometimes unforeseen consequences for the program services.

In spite of those difficulties, the program has been able to rely on an experienced, innovative and committed teaching staff to provide meaningful instruction to individuals whose previous educational experiences have often been without challenge or reward.

VII. URBAN LEAGUE TRAINING PROGRAM: CLERICAL SKILLS AND HUMAN SERVICES

The Urban League Training Program was conducted through a cooperative arrangement between New York City Technical College (NYCTC) and the New York Urban League (NYUL). The goal of this program was to improve the short and long range employment prospects of "CETA-eligible" persons by providing them with marketable skills in one of two areas, clerical or human services. Classroom training was provided by N.Y.C.T.C. N.Y.U.L. was responsible for recruitment and selection, career counseling, on-the-job training experience, and job placement assistance. The program was conducted in two cycles under two subcontract agreements. A total of 90 persons was enrolled in this program.

Cycle	Subcontract Period (in weeks)	Training Period (in weeks)	Total Enrollment
I	11/1/82 - 3/31/83 (22)	Clerical 11/3/82 - 2/8/83 Human Services 11/9/82 - 2/8/83 (14)	45
II	4/25/83 - 8/31/83 (18.5)	5/2/83 - 7/15/83 (11)	45

Training

Training was provided in two skill areas, clerical and human services, for both cycles. In Cycle I, a total of 45 persons was enrolled in the training program. Twenty-one participants received clerical training while twenty-four were enrolled in the human services training. In Cycle II, a total of 45 persons participated in the program with 25 and 20 persons enrolled in clerical and human services training, respectively. Because of incomplete background data concerning reading and math test scores, schooling, or employment histories, it is difficult to compare the participants who were enrolled in the two training cycles. However, staff who were involved in both Cycle I and Cycle II felt that Cycle II participants were better screened and benefited more from the short-term training program than Cycle I participants.

Several changes were made in the training curriculum over the two-cycle program. In Cycle I, participants received 305 hours of classroom training over a 14 week period in their skill area. Only 291.5 hours of instruction were provided during Cycle II over an 11 week period. This shorter training period was occasioned by the Urban League program timeframe. Other curriculum changes included the addition of a remedial mathematics course in clerical training and a reduction/consolidation of course offerings for the human services component in Cycle II.

Training objectives remained the same throughout the program.

- For Clerical, participants were expected to type 50 wpm with a minimum of three errors. They were expected to demonstrate competency in basic English (grammar) and math, and general office procedures, e.g. answering telephones.

- For Human Services, participants were expected to demonstrate knowledge and skills in providing direct care to patients, primarily the aged and handicapped population. They were expected to be able to perform duties of health care attendants including bedmaking, administering first aid, and operating adjunct equipment such as wheelchair lifts, and hospital beds. Participants were expected to demonstrate home management skills.

Attendance proved to be a serious problem, particularly in Cycle I. More adequate screening in Cycle II improved attendance. There were some administrative problems in information-sharing, scheduling and follow-through which required tighter planning and coordination between the College and the Urban League.

At the conclusion of Cycle I, 22 out of 48 participants (46%) completed training. For Cycle II, 35 out of 45 participants (78%) completed training. All participants who completed training received a certificate from N.Y.C.T.C. indicating their training area and instructional hours.

At this writing the College has not received complete data from the Urban League on job placement. There are indications that 60% of those enrolled in

the program have been employed or placed in O.J.T. agency placements.

At recognition ceremonies at the end of both cycles, completing students spoke of the sense of confidence and, competence they had realized in the experiences they had shared with students, staff and instructors.

VIII. OLDER ADULT PROGRAMS

The Institute of Study for Older Adults (ISOA), after the severe cutbacks of the previous two years, lost no additional courses in 1982-83. No ground was regained, however. Three thousand nine hundred two elderly students enrolled in the ISOA's liberal arts courses in senior centers, libraries, homes for the aged and centers for the blind and the deaf elderly.

1982-83 ISOA Enrollments

			Enrollment		Completions		Full Time Equivalent
	Centers	Courses	M	F	M	F	
Fall 1982	51	67	388	1,634	226	1,011	60.53
Spring 1983	55	68	393	1,658	229	1,028	61.43
		135	781	3,292	455	2,039	121.96

The completion rate was 61%.

Average class size was 30 registrations with 18 completions.

The enrollments indicate a stability that in fact does not exist. The Division of Continuing Education has assumed a larger share of the programs costs each year over the past few years as costs have risen and funding has declined. With the termination of our Homebound Education, Consumer Education, Information and Referral, Bilingual Home Attendant Training and other programs retracted under Reagan administration policies, the basic liberal arts program has had to bear an increasing share of costs for leadership, coordination and administration.

Programs for the aging at New York City Technical College peaked between late 1979 and early 1982. Since then cuts in the Federal budget have wiped out the Consumer Education and Ethnic Heritage Studies programs. Innovative programs such as Title I of the Higher Education Act were eliminated or drastically cut as was the Fund for the Improvement of Post Secondary Education. In the Health and Human Services Department block grants and cuts in training money severely diminished funds for the Older Adult Programs.

Thus between 1980-81 and 1981-82 we lost the following programs:

*Education for the Homebound funded by the AoA as a Model Project and by the New York State Department of Education under Title I as an innovative program.

*Our program in Health Advocacy funded under the Consumer Education Act.

*Our program of Basic Education for Older Adults funded by the New York State Department of Education.

*The multi college program of FIPSE examining new approaches to Liberal Arts Study of which our ISOA was a part.

*Our Bilingual CETA program training Home Attendants for the Hispanic elderly.

*Three teaching lines and one administrative line funded by CETA and Title V and X of the Older American Act.

The loss of these programs came at the same time as a drastic cut in our ISOA Title IIIB program from $75,000 in 1979-80 and $78,000 in 1980-81 to $38,000 in 1981-82.

Time-consuming, prodigious efforts to increase corporate and foundation support have yielded such minor returns; it is hard to justify the time expended. Nonetheless, we intend in 1983-84 to search for additional funds for ISOA.

ISOA Liberal Arts Program

Courses in the ISOA are chosen by the students who define their own needs. The Mind and The Body was selected by eleven groups, Human Relations by nine and English as a Second Language by eight groups. No other course was selected more than four times. In all 54 different courses were chosen.

In terms of disciplines, Psychology remained the most popular with 8 different psychology courses being selected for a total of 35 sections. There were also 8 different courses chosen in Politics and Economics for a total of 24.

The Jewish Home and Hospital for the Aged made wide-ranging selections. During the year they studied Puerto Rican History and Culture, Psychology for Women, The Relationship Among Employment, Arms and the Budget, and Sexuality and Aging.

Basic Skills study grew in popularity with 18 groups selecting Reading, Writing, English as a Second Language, or Basic Skills.

A significant development in the program was a minor administrative change that brought unexpected results. We used the small amount of administrative money available for three part-time administrators who, in two cases, also taught in the program. Each of the three covered a specific area not too distant from their home. The advantages stemming from this arrangement were:

1. A saving of travel time.
2. Better knowledge of the centers in the program.
3. More ideas and criticism at staff meetings.
4. Three evaluation meetings rather than one.
5. Greater support and better input for our annual conference.

The three evaluation or feedback meetings in Queens, Manhattan and Brooklyn, were vital. Students, center directors, college staff and faculty exchanged experiences, criticisms, and suggestions for change.

One theme that surfaced at the Queens and Manhattan meetings was not raised in Brooklyn. This was the role of the teacher as a therapist. All agreed that the teacher is often thrust into this role but there was a wide range of opinions as to how the teacher should handle the situation. Discussion indicated that the teacher must handle such pressures with care and report potential problems to the center staff.

The annual conference held this year on April 29th was one of our most successful. The keynote speaker was Dr. Leslie Libow, Chief of Medical Services, Jewish Home and Hospital for the Aged, who with Dr. Robert Butler has inaugurated a full program in Geriatric Medicine at the Mt. Sinai School of Medicine. It is the first such program in the country. Dr. Libow outlined plans for the new geriatric program as it relates to nursing homes and to education for older adults both in nursing homes and in the community.

Other highlights during the year were:

a-The book of poems, prose and remembrances collected by the classes at the Isabella Home and the United Neighborhood Centers homebound class.

b-The paper presented by Nancy Pierce and coordinator Janice Dabney at the annual meeting of The Gerontological Society of America in Boston.

c-The growth of the number of centers that are contributing a substantial part (usually 50%) to the instructional cost of the program.

d-The large numbers of letters that our students wrote their Assemblymen and Senators in Albany when this program was threatened by the proposed block grant combining the Recreation Capitation for older adults and the Community Service Act. This was one merger that failed.

Health Advocacy Program

Prior to 1982-83 we held several classes in health advocacy. With the aid of the students, we developed and printed a directory of services of Out Patient Departments (OPD's) in 52 New York City Hospitals. In 1982-83 we had no funding for the program. We distributed the directories to the OPD of the hospitals involved and to all Title XX, Title IIIC and DSS senior centers in New York City. We had the cooperation and assistance of the Department for the Aging in distributing the directories.

We in 1982-83 developed a proposal for next steps in Health Advocacy by elders. The next step in the program is to establish committees consisting of OPD workers from the hospitals and members of nearby senior centers. The committees would encourage and assist members of the centers and other older adults in the community in the use of the OPD's, sensitize the hospitals to the needs and the problems of elders in the community, encourage early intervention, wellness clinics, and greater emphasis on chronic diseases of the elderly.

We already have the support of Montefiore, Coney Island, Maimonides, North Central and Bellevue Hospitals. We are now in the process of approaching selected foundations for their support of the program.

Education for the Homebound Elderly

We had funding support for education of the homebound elderly from 1978 through 1981. This year we maintained the program on a limited basis with funding for two courses from the Chase Manhattan Bank.

Previously, courses were held at United Neighborhood Houses in cooperation with their Senior Companions' program, and with the Henry Street Settlement homebound group. We plan to continue the program in 1983-84 on a minimum basis but will not be able to develop the program further without support. We hope to find this support over the next few years from our Adopt-A-Center program with corporate donors.

Adopt-A-Center

This is a support program for the ISOA from business firms in the New York area. The program started with a $5,000 contribution from Consolidated Edison in 1979 which has been continued. In addition Mobil, Chemical Bank and Chase Manhattan have joined the program. Through Con Edison we support programs in four boroughs (Bronx, Brooklyn, Manhattan, Queens) of three courses each in disadvantaged areas. Mobil supports an intensive basic education program in the Bushwick section of Brooklyn; Chase Manhattan--the homebound program; and Chemical Bank a program with the OPD of Bellevue Hospital, at the hospital, but for all elders in the community rather than patients only.

Information and Referral

We have conducted this program for the past five years. The funding has come from the New York City Department for the Aging under the Older Americans Act Title IVA from the Federal Administration on Aging. Title IVA is the training and education section of the Older Americans Act. It has suffered the most drastic cutback in older adult programs. At the same time the elimination of professional and para-professional jobs for public service under CETA has cut heavily into training those most in need. Under the combined cuts, we will probably lose this small but valuable program for 1983-84.

Home Attendant Training

From June 1980 through April 1982 we operated an important bilingual program training 100 disadvantaged Hispanics for employment as Home Attendants for the Elderly.

Over the two year period, we recruited, trained, counselled and placed low income Hispanic unemployed, many of whom were public welfare recipients. Three of our students were deaf.

Student ages ranged from 18 to 70. The relationship of aging to the program was in the clients to be served.

Our placement record fell slightly below CETA's goal of 70%. In view of the high and increasing rate of unemployment during the period, the language problems, the poor employment histories, the early school leaving age and the economic and social background of many of the students the placement record was a considerable achievement. The strong emphasis that the Job Training Partnership Act is placing on private sector employment removes public funding for training in this area although the need for home care attendants continues with the greying of our population.

Education for Older Adults: A Perspective

The experiences of the ISOA outline and reinforce the values of educational programs:

1-Allows elders to use their experience, training and knowledge to build new knowledge or to integrate new learning and experience into their knowledge base.

2-Allows elders to explore special interest areas, to satisfy lifelong or new curiosities.

3-Provides opportunity to gain broader knowledge in many areas of study.

4-Helps build confidence, builds or restores identities through a greater sense of achievement and self worth.

5-Provides the opportunity to develop greater knowledge and understanding of oneself.

6-Helps improve skills that may be useful to the older adult or to their peers in a wide variety of fields such as consumer information, health care, and social action.

7-Develops communication skills. This can be at the most basic level of literacy or learning English as a Second Language, intermediate levels, such as the G.E.D. or the higher levels of public speaking and political action.

8-Provides training to serve on community senior center or other boards or advisory committees.

9-Encourages elders to work in education, social, political and other activities with students, youth groups, professionals and others.

10-Stimulates reading, listening to music, viewing art and sculptures by expanding understanding and appreciation of art, drama, music, etc.

11-Develops an understanding of other people and cultures.

12-Provides opportunities for volunteer or paid employment by updating or learning new skills.

13-Discloses methods of meeting the challenges of aging by compensating for or overcoming problems in physical mobility and sensatory loss.

14-Develops leadership skills for political and social action.

Prospects for the Future

While we believe that there will eventually be growth in the field of education for elders, the prospects for the next two years are not bright. For 1983-84 we must strive to maintain our most important programs and, despite the unfavorable climate, recover some of the losses of the past three years.

Our top priority is the Liberal Arts Program which is the foundation of the ISOA. We shall strengthen our advisory committee and seek their help in securing funds to continue the ISOA.

The other area of concentration will be our grant programs. We shall concentrate on two areas: health advocacy and employment of older adults. We are seeking support for the health advocacy program from a number of foundations.

We hope to fund the employment program through the Job Training Partnership

Act (JTPA) which is the replacement for CETA. The act provides that each state set 3% of its funds for job training for older workers. Guidelines for this program are expected shortly.

IX. ENERGY CONSERVATION PROGRAM

The Multi-Family Housing Energy Conservation Program, now in its third year of operation, is funded by the New York State Energy Office. Its major purpose has been to promote energy conservation in multi-family buildings through the use of the SEO's Energy Conservation Workbook (the "Grey Book") and through technical assistance and outreach to owners, managers and maintenance staff of apartment houses.

The scope of activities for the project include promotion and contacts with the industry, conducting workshops on how to use the Grey Book, providing technical assistance over the Energy Helpline, conducting on-site visits, offering a 24-hour course on Energy Efficiency Training and conducting special seminars on financing energy conservation.

1. Promoting Program Actibities and Making Contacts in the Apartment House Community

Proportionally more time was spent on this activity, which included special presentations and the Apartment House Institute (AHI) Newsletter, than any other. The project contacted numerous public and private organizations, agencies and associations, as well as various community based groups.

1. Financial Owner Organizations

Contacts with financial and owner organizations proved fruitful. Citibank (Community Affairs) co-sponsored our Financing Energy Efficiency Seminar, donating their space as host for the first (and main) of four sessions. Energy Audit Council of New York and New York Chapter, Association of Energy Engineers, were also co-sponsors. The arrangement enabled us to register many more than our single effort would have.

Contact with Community Housing Improvement Program (C.H.I.P.), an owner group, resulted in the largest workshop we ran. The relatively large number of requests for follow-up technical assis-

tance from this group proves that the arrangement was advantageous to the program.

2. Cooperative Housing Associations

Our work through two cooperative housing associations, Mitchell-Lama Council and Council of New York Cooperatives, has proven most fruitful. Close ties to both resulted in three sessions of workshops for Mitchell-Lama housing, two workshops in Manhattan for Council of New York Cooperatives members. In addition, repeated promotion of our follow-up assistance in CNYC's Newsletter resulted in a substantial portion of the over-the-phone counsel.

The primary benefit from contacts with Federation of New York Housing Cooperatives and Coordinating Council of Cooperatives has been input to our Newsletter outreach efforts with articles excerpted from their publications (with their permission).

3. New York City Department of Housing Preservation and Development

Our contact with New York City Department of Housing Preservation and Development of HPD's Energy Conservation office has been most fruitful in its co-sponsorship of the Energy Efficiency Training courses. Its direct contact to Neighborhood Preservation Offices and neighborhood organizations with Community Consultant contracts resulted in several of the neighborhood-sited courses and follow-up assistance to their clients. Also, it was HPD which put AHI in contact with C.H.I.P.

4. Other Organizations

In the category of "other organizations involved in housing", AHI is closest to New York City Housing Authority. Partly through our influence, NYCHA is reinstituting a superintendent training program for its personnel that had been abandoned some years ago. NYCHA data have been a significant input in our technical follow-up assis-

tance program.

5. Other Contacts

Good cooperation developed with members of the New York State Legislature: Sen. Donald Halperin, with whom we did two workshops and one special presentation; Assemblyman Jos. Ferris, with whom we conducted a major on-site technical assistance; and Assemblyman G. Oliver Koppel, whose office arranged for us to make a special presentation on energy and maintenance to the Association of Riverdale Cooperatives.

Community boards and other neighborhood based organizations have been sent the AHI Newsletter each month which has resulted in their sponsorship of workshops and Energy Efficiency Training Courses in their neighborhoods and calls for other follow-up assistance. They include Astoria Restoration, Brooklyn Neighborhood Improvement Assn., St. Nicholas Preservation (Williamsburgh, Brooklyn), Flushing Housing Resource Center, Riverdale-Tremont Community Board (Bronx) and others.

II. Energy Conservation Workshops

The energy conservation workshops have been the central activity provided under the grant since its inception. To date, more than 70 workshops have been held in all boroughs of the city, with 25 having been conducted in the current year.

Although there have been minor modifications in the format over the past three years, the content remains roughly the same, the workshops takes 3½-4 hours to carry out and includes the following:

1. Explication of vital role of energy audits in apartment house management and the efficacy of the self audit.
2. Definition of simple payback as a guide to energy conservation action.
3. Financing methods for energy improvements.

4. Slide presentation, showing use of Grey Book and conservation measures that can follow survey of building (as furnished by SEO).

5. Partial audit of facility - practice in use of Grey Book.

6. Invitation to utilize follow-up services available.

III. Technical Assistance

The technical assistance services offered under the grant take several forms and include: (a) over-the-phone consultation on the Energy Helpline; (b) the 24-hour, 8 session Energy Efficiency Training Course; and (c) on-site technical assistance carried out by the technical assistants under the supervision of the technical director.

1. Energy Helpline (239-1629)

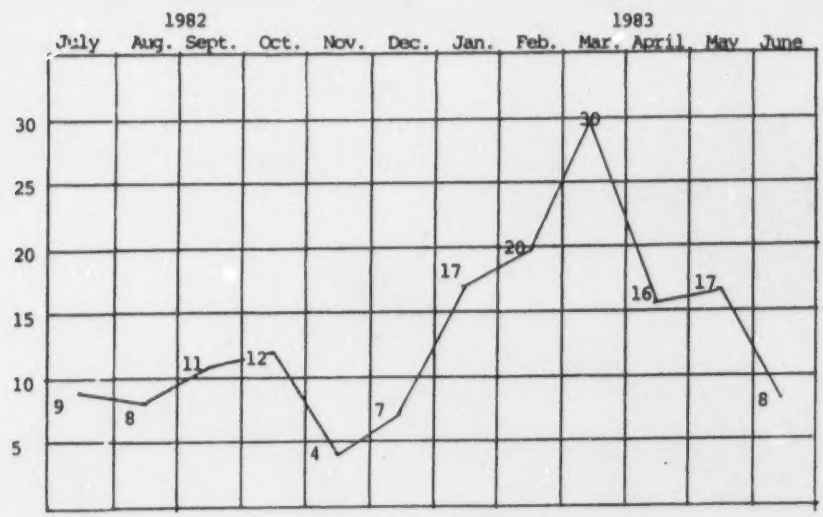
While the Energy Helpline has never achieved the volume of calls originally envisioned for it, it has been a valuable outreach service available 24 hours a day via the automatic answering service. (Ordinarily, the first activity of the day is to log the overnight calls and return them.)

This service put the very considerable knowledge and expertise of the technical director at the disposal of the general public. Some calls have required rather extensive research, e.g., callers inquiring about building code violation conflicts between HPD and the Department of Air Resources or technical problems related to proper steam balancing and the function of steam traps, while others could be handled on the spot or through mailing out one of our technical Data Sheets. A large number of calls related to estimating cooling loads for casement type air conditioners were handled in this manner.

The following graph charts the Helpline calls received during the past 12 months. The low number of calls during the Fall were related, we believe, to the unusually warm weather. November and

December were 317 degree days warmer than the norm, a fact which resulted in large fuel oil savings and a proportionate degree of complacency on the part of owners and managers with respect to implementing energy conservation measures such as audits.

Helpline Calls



2. Energy Efficiency Training Course

In the Fall of 1981 at the request of Assistant Commissioner Mary Brennan of HPD, the Apartment House Institute developed a 24-hour, 8 session course entitled Energy Efficiency Training for Superintendents. The course, funded by HPD, enrolled only maintenance personnel working in HPD controlled buildings and proved an instant success.

HPD lacked the funds to continue the course, however, and a modification of the course was arranged with the State Energy Office.

The course title was changed to Energy Efficiency Training and students were recruited through workshops, special presentations and Helpline contacts as well as from HPD. A tuition fee of $50 was charged to defray the costs of hiring a specialist to teach

the two sessions on steam distribution and balancing and to cover registration costs and overhead.

The course has been offered 3-4 times each semester for the past two years and more than 180 students have successfully completed the training. Eighty-two students completed the training this year in six sessions.

An outline of Energy Efficiency Training is as follows:

1a. Basic Fuel Conserving Procedures: Boiler upgrading and steam system balancing, better domestic hot water generation and distribution, building envelope improvements.

1b. Conservation of Electricity: How the bill is derived, types of lighting lamps and fixtures, switching; other users of electricity; demand charge; submetering.

2. Fuels and Combustion: The way fuels combine with air to make heat, how boilers work, how to achieve the highest boiler efficiencies.

3. Adjusting Burners: Combustion efficiency test, practical hands-on techniques.

4. Adjusting Steam Distribution System: To achieve balanced building, avoid overheating.

5. Theory and Practice of Envelope Control: Weatherstripping, caulking, storm windows, double glazing.

6,7. New York State Energy Office Multi-Family Housing Energy Conservation Workbook: How to use it to cut fuel, power costs. (Book furnished)

8. New York City Codes. Final Exam.

3. On-Site Visits

On-site visits are carried out at the request of an owner or owner's rep at the property site. Requests are normally for assistance in conducting a self-audit or for help with a particular problem such as lack of heat. Prior to the current year, on-site visits were done primarily by the project director.

A new departure in this year's program called for 10 technical assistants, drawn from among second year students in the Environmental Con-

trol Department, to be trained in the use of the Grey Book and the Bacharach Combustion Test Kit and paid at an hourly rate to assist owners in doing their own energy audit.

The program got off to a slow start with only 4 of the original 10 showing any aptitude for the work which included a written report of each visit. Due to school commitments (one graduated and went on to City College) and other conflicts, only 1 of the 4 stuck with it and he could only devote about 1 day a week to the project. In April the number of requests for visits picked up significantly and for the first time the project began to show some returns for the large investment in time and training that had gone into it. A new trainee was recruited who proved very competent and during May and June we were conducting site visits at the rate of 10 to 20 per month.

As the two technical assistants gained in experience and self-confidence there was a perceptible shift in the quality as well as the quantity of site visits and an almost "heady" feeling of professional consultation and exchange as the assistants discovered practical applications for their years of classroom training.

IV. Project Continuation

The Multi-Family Housing Energy Conservation Program has been extended for another year but the funding has been halved.

Under the new contract there will be only a ½ time coordinator but, the workshops, special presentations, and the Energy Efficiency Training Course will be continued and the Apartment House Institute will maintain the Energy Helpline and the Newsletter.

The Apartment House Institute (AHI)

During the 1982-83 academic year, AHI continued to solidify its ties to the apartment house community of New York City with high-level representation on its

twenty-two member Advisory Commission from City, State and Federal governmental agencies, owners' organizations, both private and cooperative; management companies; professional associations, and key faculty and staff from the Division of Engineering Technology and Continuing Education.

Ruth Lerner, Assistant Commissioner of the Division of Housing Supervision, Department of Housing Preservation and Development, City of New York, and the Chairperson of the Advisory Commission of the Apartment House Institute of New York City Technical College testified on March 3, 1983 at a public hearing before the Board of Trustees of the City University of New York on the work of the Apartment House Institute.

"... it is vital that the Board of Turstees be aware of the unique role played by New York City Technical College in providing expert training and advice to those of us involved in the maintenance and management of multi-family housing in New York City."

"The Apartment House Institute" she declared "brings together the faculties and staff of the College, the officers and managers of public, private rental and cooperative apartment houses, representatives of tenant organizations, unions, utilities, state and local energy agencies to address the critical urban issues of housing preservation and rehabilitation, energy conservation and maintenance and management of housing as a quality of life commitment in New York City."

"The Apartment House Institute provides a forum for the exchange of ideas to improve our housing stock; it provides the technical training through educational courses and seminars for those charged with the responsibility for maintaining this stock."

"New York City Technical College can serve as a model for other colleges for its activist role in the housing community."

TUITION BASED PROGRAMS

	Hours	Number of Students		
		Fall 1982	Spring 1983	Summer 1982
Automotive Extension				
Automotive Emissions System Diagnosis & Repair: Auto Mechanics Training Course	24		9	
Biological Sciences Extension				
Medical Mycology	12		9	
Basic Laboratory Techniques	48		19	
Dental Laboratory Extension				
Fixed Bridgework	48	1		
Tooth Anatomy & Carving	48	4		
Porcelain-on-Cast Metal Framework	48	4		
Driving Instructors Education				
Basic Driving Instructors Education	30	30	57	
Teaching Techniques & Methodology for Driving Instructors	30	24	17	
Drinking Drivers Program	16	43	79	11
Environmental Sciences Extension				
Refrigeration Mechanics	90	19	17	
Commercial Refrigeration	45	13	7	
Maintenance & Operation of #2 Fuel Oil Gun Type Burner & Boiler	30	18	22	
Fine Tuning the Differential Vacuum Dunham System	4	19	10	
Steam Distribution Systems	4	19		
Energy Efficiency Training for Superintendents	24	21	59	
Fire Safety Director Program				
Fire Safety Director Cycle II	16	11		
Fire Safety Director Cycle I Hi-Rise	16		18	

TUITION BASED PROGRAMS (Cont'd.)

	Hours	Number of Students Fall 1982	Spring 1983	Summer 1982
Fire Safety Director Cycle II Hi-Rise	16		7	
Fire Safety Director Cycle III Hi-Rise	16		23	
Fire Safety Director Cycle I Hotel-Motel	16		14	
Fire Safety Director Cycle II Hotel-Motel	16		36	
Fire Safety Director Cycle III Hotel-Motel	16		33	
General Education Extension				
N.Y.S. Equivalency Certificate Preparation Course	40		25	
Health Service Program				
Basic Pharmacology	20		11	
Pharmacology of Administering Drugs	20	12		
Basic Arrhythmia Recognition	24		9	
Security Management for Health Care Facilities	24	11		
Home Repair Extension				
Basic Home Repair	24		12	
Hotel, Restaurant, Food Service Extension				
Cake Decorating	12	21		
Designing the Cold Buffet	42	19		
Bread Making	18		10	
Introduction to Bread Making Novelties	18	15		
Deluxe Desserts	21	16		
Hors D'Oeuvres & Canapes	18		11	
Institute of Law for the Layman				
Notary Public: Principles & Practices	6	9	7	

TUITION BASED PROGRAMS (Cont'd.)

	Hours	Number of Students		
		Fall 1982	Spring 1983	Summer 1982
Ophthalmic Dispensing Extension				
Ophthalmic Dispensing	3		17	
Ophthalmic Dispensing Practical Review	9	46		
Ophthalmic Materials	3		15	
Anatomy & Physiology	3		21	
Theoretical Optics	3		17	
Contact Lenses	3		14	
Contact Lens Practical Review	12	28		
Language Arts Extension				
Basic Level English as a Second Language	40	29		18
Intermediate Level English as a Second Language	40	18		17
Advanced Intermediate Level English as a Second Language	40	20		18
Advanced Level English as a Second Language	40	17		19
Basic Level English as a Second Language - Cycle I	40		18	
Intermediate Level English as a Second Language - Cycle I	40		15	
Advanced Intermediate Level English as a Second Language Cycle I	40		14	
Advanced Level English as a Second Language - Cycle I	40		13	
Basic Level English as a Second Language - Cycle II	40		15	
Intermediate Level English as a Second Language- Cycle II	40		13	
Advanced Intermediate Level English as a Second Language Cycle II	40		14	
Advanced Level English as a Second Language - Cycle II	40		14	
Pest Control Operations				
Fundamentals of Pest Control Technology	35	130	110	68
Termites, Carpenter Ants & Other Wood Damaging Organisms	30	20	21	

TUITION BASED PROGRAMS (Cont'd.)

	Hours	Number of Students Fall 1982	Spring 1983	Summer 1982
Recertification Seminar & Workshop: Cat. 7	20	20		
Institute of Continuing Education in Radiologic Technology (ICERT)				
Physical Principles of Computed Tomography	15	45	10	
Cross Sectional Anatomy	21	39	8	
Principles & Instrumentation of Diagnostic Sonography	21	11		
Ob/Gyn Ultrasound Part I	21		10	
Digital Radiography & NMR Techniques	12		20	
Sanitation Management Extension				
Business Communication in Environmental Sanitation	40	20		
Sanitary Technology Management (Microbiology-Chemistry)	30	19		
Sanitary Technology Management	25	15		
Fundamentals of Environmental Sanitation	55		21	
Human Resources in Environmental Sanitation	40		14	
Basic Interior Design	20			26
Welding Extension				
Oxyacetylene Welding Process	45	2	3	
Basic Electric Arc Welding Process	90	9	7	
Advanced Electric Arc Welding Process	45	2	2	
Carbon Steel Pipe Welding Stick Arc Method (SAW)	45		2	
Tungsten Inert Gas Welding Process	30		1	
Contract Courses				
Consolidated Edison Company HVAC Energy Conservation Program: Energy Auditors	54	12		
Advanced Energy Audit Training	30	12		

TUITION BASED PROGRAMS (Cont'd.)

	Hours	Number of Students Fall 1982	Spring 1983	Summer 1982
Contract Courses (Cont'd.)				
New York City Technical College				
Human Relations Staff Development Course	6	162		
New York Telephone Company				
Developmental Skills Program	45	151	172	
Advanced Math	26	16		
Advanced Math	26		48	
New York Telephone Company Private Industry Council				
Service Representative Training Program	140	18	27	
New York Society for Coatings Technology				
Fundamentals of Paint Technology	30	21	23	

GRANT PROGRAMS

Title of Program	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Adult Vocational Counseling Center	Fall 1982	58.5	327	VEA/New York State Education Department	$ 70,679
	Spring 1983	150	603		
Vocational Training for Deaf Adults	Fall 1982	202.5	30	VEA/New York State Education Department	$ 75,725
	Spring 1983	202.5	30		
Nontraditional Vocational Programs for Women	Fall 1982			VEA/New York State Education Department	$ 77,526
	Spring 1983				
Building Maintenance and Repair		43	200		
Machine Tool		18	134		
Heating, Air Conditioning & Refrigeration		16	112		
Project STRIDE	Fall 1982			Department of Employment CETA	$429,404
	Spring 1983				
Clerical Skills Training Program		790	30		
Data Entry Training		790	20		
Adult Learning Center	Fall 1982	50	172	New York State Education Department	$129,000
	Spring 1983	50	173		
Correction Education Program				New York City Department of Correction	$113,148
Basic Education	Fall 1982	350	170		
	Spring 1983	308	130		
High School Equivalency	Fall 1982	368	200		
	Spring 1983	324.5	140		
English as a Second Language	Fall 1982	368	85		
	Spring 1983	308	55		

GRANT PROGRAMS

Title of Program	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Urban League Training Program	Fall 1982 Spring 1983			Department of Employment CETA New York Urban League	$ 58,000
Clerical Skills		888	49		
Human Services Aide		591.5	44		
Institute of Study for Older Adults (ISOA)	Fall 1982 Spring 1983	877.5 756	1987 1549	New York City Department for Aging from the New York State Office for the Aging under Title III of the Older Americans Act of 1965	$ 38,802
Energy Conservation Program	Fall 1982 Spring 1983	60 71.5	391 678	New York State Energy Office	$ 63,000
Welding Preparatory Sessions and Test	Fall 1982 Spring 1983	20 20	54 42	New York and Long Island Certified Pipe Welding Bureau The Steamfitters Industry Fund	$ 14,381

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OCT 21 1983